

## SPARTANBURG 4 SCHOOL DISTRICT

118 McEdco Road  
Woodruff, SC 29681

**GRADES** PK-12

**ENROLLMENT** 2,895 Students

**SUPERINTENDENT** Dr. W. Rallie Liston 864-476-3186

**BOARD CHAIR** Mr. Milton Smith 864-476-3186

**FISCAL AUTHORITY** District Board

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	10	1	0	0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This district met 23 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Below Average	N/A
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Excellent	Excellent	No

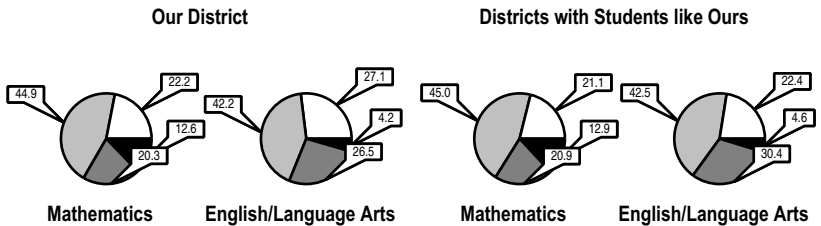
**DEFINITIONS OF DISTRICT RATING TERMS**





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our District</b>			<b>Districts with Students like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed both subtests</b>	90.6	N/A	N/A	78.8	N/A	N/A
<b>Passed 1 subtest</b>	5.7	N/A	N/A	11.8	N/A	N/A
<b>Passed no subtests</b>	3.6	N/A	N/A	9.4	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	17.3	16.6
<b>Seniors who met the SAT/ACT requirement</b>	18.9	16.9
<b>Seniors who met the grade point average</b>	61.4	53.1

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,421	99.9	27.1	42.2	26.5	4.2	30.8
Gender							
Male	719	100.0	33.4	43.4	20.1	3.1	23.2
Female	701	99.7	20.6	41.0	33.0	5.4	38.4
Racial/Ethnic Group							
White	1,052	99.8	23.2	43.3	28.4	5.1	33.6
African-American	317	100.0	40.3	39.2	19.5	1.0	20.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	45	100.0	30.0	32.5	35.0	2.5	37.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,289	99.9	23.9	43.5	28.0	4.6	32.6
Disabled	132	99.2	59.7	28.6	11.8	0.0	11.8
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,421	99.9	27.1	42.2	26.5	4.2	30.8
English Proficiency							
Limited English Proficient	14	100.0	100.0	0.0	0.0	0.0	0.0
Non-Limited English Proficient	1,407	99.9	26.5	42.5	26.7	4.3	31.0
Socio-Economic Status							
Subsidized meals	691	99.7	35.4	41.4	21.0	2.2	23.1
Full-pay meals	728	100.0	19.3	42.9	31.7	6.1	37.9
Mathematics							
All Students	1,420	99.9	22.2	44.9	20.3	12.6	32.9
Gender							
Male	718	100.0	24.6	42.6	22.2	10.6	32.8
Female	701	99.7	19.7	47.2	18.4	14.6	33.0
Racial/Ethnic Group							
White	1,051	99.8	18.8	44.9	22.5	13.8	36.3
African-American	317	100.0	34.1	46.8	11.6	7.5	19.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	45	100.0	22.5	32.5	25.0	20.0	45.0
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,288	99.9	18.4	46.1	21.9	13.7	35.6
Disabled	132	99.2	61.3	32.8	4.2	1.7	5.9
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,420	99.9	22.2	44.9	20.3	12.6	32.9
English Proficiency							
Limited English Proficient	14	100.0	70.0	30.0	0.0	0.0	0.0
Non-Limited English Proficient	1,406	99.9	21.8	45.0	20.5	12.7	33.2
Socio-Economic Status							
Subsidized meals	690	99.7	29.6	44.9	17.0	8.5	25.5
Full-pay meals	728	100.0	15.3	44.9	23.4	16.4	39.9

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	225	98.2	15.5	31.1	47.1	6.3	53.4
	Grade 4	251	99.6	27.7	43.7	26.5	2.1	28.6
	Grade 5	268	99.3	29.8	45.6	23.4	1.2	24.6
	Grade 6	249	99.6	35.3	42.0	21.4	1.3	22.7
	Grade 7	203	99.5	36.1	43.8	19.1	1.0	20.1
	Grade 8	247	98.8	34.8	48.1	15.9	1.3	17.2
<b>2004</b>	Grade 3	237	100.0	18.7	31.5	39.6	10.2	49.8
	Grade 4	229	100.0	14.0	46.9	36.4	2.6	39.0
	Grade 5	241	99.6	22.8	53.6	21.5	2.1	23.6
	Grade 6	271	100.0	34.8	36.7	24.1	4.4	28.5
	Grade 7	243	99.6	38.3	44.2	13.8	3.8	17.5
	Grade 8	200	100.0	36.2	46.2	16.6	1.0	17.6

<b>Mathematics</b>								
<b>2003</b>	Grade 3	225	99.6	19.0	51.4	21.9	7.6	29.5
	Grade 4	251	100.0	17.6	45.4	24.8	12.2	37.0
	Grade 5	268	100.0	20.9	49.8	23.7	5.5	29.2
	Grade 6	249	100.0	21.3	41.0	22.6	15.1	37.7
	Grade 7	203	100.0	29.2	42.1	20.0	8.7	28.7
	Grade 8	247	100.0	36.3	41.9	13.2	8.5	21.8
<b>2004</b>	Grade 3	237	100.0	18.7	53.6	20.4	7.2	27.7
	Grade 4	229	100.0	15.8	43.4	25.0	15.8	40.8
	Grade 5	241	99.6	20.7	46.8	19.4	13.1	32.5
	Grade 6	271	100.0	19.3	35.3	23.8	21.6	45.4
	Grade 7	243	99.6	29.6	43.3	17.1	10.0	27.1
	Grade 8	200	100.0	34.7	50.8	11.1	3.5	14.6

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	192	100.0	6.8	30.5	34.2	28.4	62.6
<b>Gender</b>							
Male	104	100.0	8.7	24.3	42.7	24.3	67.0
Female	88	100.0	4.6	37.9	24.1	33.3	57.5
<b>Racial/Ethnic Group</b>							
White	161	100.0	5.0	27.7	34.6	32.7	67.3
African-American	27	100.0	14.8	40.7	37.0	7.4	44.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	181	100.0	5.0	29.6	35.8	29.6	65.4
Disabled	11	100.0	36.4	45.5	9.1	9.1	18.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	192	100.0	6.8	30.5	42.1	28.4	62.6
<b>English Proficiency</b>							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	189	100.0	6.4	29.9	34.8	28.9	63.6
<b>Socio-Economic Status</b>							
Subsidized meals	58	100.0	12.1	36.2	39.7	12.1	51.7
Full-pay meals	134	100.0	4.5	28.0	31.8	35.6	67.4

<b>Mathematics</b>							
All Students	192	100.0	5.8	24.7	42.1	27.4	69.5
<b>Gender</b>							
Male	104	100.0	4.9	22.3	41.7	31.1	72.8
Female	88	100.0	6.9	27.6	42.5	23.0	65.5
<b>Racial/Ethnic Group</b>							
White	161	100.0	5.0	22.6	42.8	29.6	72.3
African-American	27	100.0	11.1	33.3	37.0	18.5	55.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	181	100.0	3.4	23.5	44.1	29.1	73.2
Disabled	11	100.0	45.5	45.5	9.1	N/A	9.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	192	100.0	5.8	24.7	42.1	27.4	69.5
<b>English Proficiency</b>							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	189	100.0	5.9	24.6	41.7	27.8	69.5
<b>Socio-Economic Status</b>							
Subsidized meals	58	100.0	8.6	25.9	55.2	10.3	65.5
Full-pay meals	134	100.0	4.5	24.2	36.4	34.8	71.2

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	157	98.1%	127	17.3%	148	88.5%	N/A
<b>Gender</b>							
Male	85	97.6%	63	23.8%	78	88.5%	
Female	72	98.6%	64	10.9%	70	88.6%	
<b>Racial/Ethnic Group</b>							
White	127	98.4%	104	20.2%	119	89.9%	
African American	28	96.4%	21	4.8%	27	81.5%	
Asian/Pacific Islander	1	I/S	1	I/S	1	I/S	
Hispanic	1	I/S	1	I/S	1	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
<b>Disability Status</b>							
Not disabled	151	98.0%	123	17.9%	143	88.8%	
Disabilities other than speech	6	100.0%	4	I/S	5	80.0%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	0	N/A	
Non-migrant	157	98.1%	127	17.3%	2	I/S	
<b>English Proficiency</b>							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	157	98.1%	127	17.3%	148	88.5%	
<b>Socio-Economic Status</b>							
Subsidized meals	32	96.9%	23	13.0%	38	78.9%	
Full-pay meals	125	98.4%	104	18.3%	110	91.8%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	98.1%	95.6%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	148	549
Number of Diplomas	131	432
Rate	88.5%	80.5%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	486	496	506	498	992	994
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	20.3	19.7	20.2	19.6	20.9	20.2	21.3	19.5	20.9	19.9
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 2,895)				
First graders who attended full-day kindergarten	96.0%	N/C	96.0%	97.2%
Retention rate	4.5%	Up from 4.1%	4.7%	5.3%
Attendance rate	96.4%	Up from 95.6%	96.4%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.8%		6.3%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	2.5%		4.5%	5.1%
Eligible for gifted and talented	7.3%	Down from 7.6%	15.2%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.4%	Up from 5.1%	10.0%	10.9%
Older than usual for grade	3.9%	Down from 4.2%	3.8%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 0.7%	1.0%	1.1%
Enrolled in AP/IB programs	35.7%	Up from 29.1%	10.8%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	138	Up from 130	207	157
Completions in adult education GED or diploma programs	41	Up from 39	46	39
Annual dropout rate	0.5%	No change	3.2%	2.9%
Teachers (n= 178)				
Teachers with advanced degrees	68.5%	Up from 65.7%	52.1%	50.0%
Continuing contract teachers	88.2%	Down from 88.6%	85.3%	84.6%
Highly qualified teachers**	94.4%	N/A	93.2%	92.5%
Teachers with emergency or provisional certificates	3.1%		3.4%	4.4%
Teachers returning from previous year	91.9%	Up from 91.2%	91.7%	89.9%
Teacher attendance rate	95.1%	Down from 95.5%	95.0%	94.7%
Average teacher salary	\$42,650	Up 1.1%	\$41,460	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.0%	0.3%
Prof. development days/teacher	12.4 days	Up from 9.7 days	12.2 days	12.0 days
District				
Superintendent's years at district	1.5	Up from 0.5	2.5	3.0
Student-teacher ratio in core subjects	22.6 to 1	Down from 23.1 to 1	21.9 to 1	21.0 to 1
Prime instructional time	90.7%	Up from 90.6%	89.9%	89.5%
Dollars spent per pupil*	\$6,136	Down 4.6%	\$6,869	\$7,217
Percent of expenditures for teacher salaries*	56.2%	Down from 56.4%	56.6%	55.6%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
Parents attending conferences	91.2%	Down from 95.1%	99.0%	97.3%
Number of schools	4	No change	14	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.0%	No change	3.8%	4.3%
Average age in years of school facilities	21	No change	24	26
Number of schools with SACS accreditation	4	No change	14	8
Average administrator salary	\$65,578		\$70,085	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	97.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	9 trustees elected to at-large seats
<b>Fiscal Authority</b>	District Board
<b>Average Number of Hours of Training Annually</b>	25.0 per board member
<b>Percent new trustees completing orientation</b>	N/A

**DISTRICT SUPERINTENDENT'S REPORT**

Spartanburg School District 4 believes in making children our number one priority. Working together as a school district and community, we demand and provide a rigorous academic program, high expectations for behavior, numerous and expansive co-curricular opportunities, and a personalized climate. We lead the state in the percent of students enrolled in AP courses and score above the state average on PACT. Our fine arts program has continually produced SC top ten visual arts students and last year produced the number 11 AA band in SC. Our athletic program has expanded to include soccer, cross-country, competitive cheerleading, as well as JV programs in softball, volleyball, and wrestling. These complement an established middle school program and extend to our elementary school.

A comprehensive early childhood initiative incorporates parenting classes, childcare-supported adult education, and programs for students as young as three years old. Primary and elementary-aged students are engaged in a rich academic curriculum that includes a strong focus on reading and mathematics, as well as exciting hands-on science instruction. Adolescents benefit from a middle-grades program that emphasizes meeting the academic and social needs of every student. Students at the high-school level pursue studies in rigorous courses that complete their preparation for higher education, employment and community service. We are in the process of major academic and athletic facilities renovations at WHS. Additionally, the District 4 Board has approved a comprehensive five-year strategic plan in the following areas: Safe Schools, Lower Pupil-Teacher Ratio, High Quality Employees, Top Facilities, World Class Curriculum, Community Relations, Pride, Loyalty, & Tradition, Internal Communication, Personalization, Technology, Character Education, and Adequate Funding.

We will continue to make academic opportunities for students a high priority while insuring the safety of our children and employees. We will continue to communicate with parents, students, and the community in an effort to provide a climate of personalization and sense of family atmosphere in our schools. We will continue to hire the best and brightest teachers who represent the values, beliefs, and diversity of the District 4 community. Our best days are ahead. Spartanburg School District 4 wants to make a significant difference for every child. Thank you for your unprecedented support for our children. Working together, we can make a difference.

Dr. Rallie Liston